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AUTHOR Schuster, Derek V.
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ABSTRACT

This report provides an indepth guide for the development of a summertime inservice training program for social studies teachers. The course is based on a 38-hour, three-week institute for 12 New York city secondary school teachers held during the summer of 1974. The program content covers four skill areas including the inquiry method, class questioning techniques, values clarification, and class discussion techniques. The suggested training design outline contains suggestions for determining program content, program structure, program climate, and detailed list of activities and questions dealing with subject content of the four skill areas. The program structure incorporates the use of microteaching and lesson design presentation as a means of having the teachers experience and practice the instructional skills as opposed to discussing them. The program climate emphasizes process-oriented teaching and the importance of feedback in learning and understanding the skill areas. A concluding unit requires the teachers to specifically indicate their strategies for integrating the new skills into their classrooms. (Author/DE)

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SOCIAL STUDIES IN THE SUMMERTIME:

Some Thoughts on an In-Service Program

By Derek V. Schuster
President, Institute for Social Studies

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Social Studies in the Summertime:
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By Derek V. Schuster
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For many teachers attempting to acquire new teaching skills in the social studies, summer may provide the ideal opportunity.

The absence of the normal daily pressures provides ambitious teachers with a flexibility in their schedule and a sense of perspective on their overall teaching approach. These assets can help ensure the sort of personal reflection which is necessary if a teacher is to put some of his basic pedagogical assumptions to test and consider substantial shifts in his teaching repertoire. The summer interlude also provides the solid blocks of time on a daily basis - free of the usual distractions - which can help contribute the vital ingredients of continuity and momentum.

To be sure, a summer in-service program has its share of inevitable and potential drawbacks, which must be carefully addressed. For one thing, an all-toc-common lack of funds for teacher training means that many teachers will not be guaranteed the financial enticements necessary for them to be lured away from their usual summer involvements of toil and leisure.
It is generally acknowledged by experts in the field that our most effective social studies departments are those whose members are pulling toward mutually acknowledged goals and who have together experienced the teaching strategies relevant to those goals. In such cases, the teachers within a given department are likely to have the common knowledge and the motivation necessary to function as a team whose members value giving and receiving help from each other. This is too seldom

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possible, however.

A second obstacle need only be considered a potential threat to the effectiveness of a summer in-service program. This is the possibility that the carefree atmosphere of the summer and the greater detachment from the daily restraints of some large-city classrooms may allow a sense of unreality to permeate the in-service program. The effects of this potential problem can, however, be controlled in several ways:

First, the in-service instructor must devise some means of allowing for the input of the participating teachers into the formulation of the program. Secondly, the instructor must take special care in seeing that the teaching techniques suggested as relevant to expressed needs of the teachers can actually be implemented within the constraints of their classroom situations. Thirdly, the instructor must be painstaking in his efforts to develop throughout the program channels for honest feedback on the applicability of course content.

With these considerations in mind, a teacher named Barry Witz and I conducted a three- week, 38-hour institute for 12 New York City secondary school teachers last July. The program was entitled "Motivational Strategies for Social Studies". The four areas of skill covered in the course were the following— the inquiry method, questioning, values clarification, and discussion. I was pleasantly surprised by the intensity of involvement of the teachers, their committment to professional development, and the degree of relevance to their teaching situation which they saw the techniques as having. As a result I would like to present our training design for the program. Before doing so, however, I would like to share with you

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some of the learnings I had in the course of the program.

Virtually all of the suggestions offered below are applicable to in-service programs, regardless of what time of year they are conducted. I throw these ideas out not as the components of that elusive "perfect in-service social studies program," but merely to use the present state of my thinking as a stimulus for your comments. I will, with considerable conviction, however, make the following hypotheses about the content structure, and climate which are likely to contribute to a productive in-service effort:

1. Program Content

There are obviously many possible content areas which might be included in an in-service social studies program. Though we were prepared to offer any of nine different skill areas in the course of the program, the responses to the questionnaires indicated that the preferences of the participating teachers were in the areas of inquiry, questioning, values clarification, and discussion.[4] It was not by accident that we selected this particular sequence.

Inquiry seems to be an appropriate starting unit. It represents a new instructional approach for most social studies teachers and induces them to expand their horizons and assumptions about how people learn. Questioning appeared to be an effective followup, since the seven levels of questions (as presented in Norris Sanders' Classroom Questions: What Kinds?) present a sense of perspective as to the full range of activities and thought students can experience in the classroom.

The third unit, values clarification, concentrates on one of the seven levels, evaluation, which, despite its importance

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motivationally, is too often underemphasized in social studies classrooms. I would not, however, suggest placing values clarification early on in the program. This unit requires teachers to affirm their values publicly. This process occurs most effectively at all levels of teaching when there is the substantial level of trust within the classroom that allows for an honest interaction. If teachers or students are not used to talking frankly about their values within the classroom setting, it may take a while before they are confident that the instructor will reward such honest statements, regardless of which values are expressed.

The values unit seems to lead smoothly into the discussion unit. Most teachers find difficulty in stimulating classroom discussions. The values unit provides some techniques for doing so; the discussion unit will demonstrate ways of increasing the chance that such discussions will be productive.

You may be wondering at this stage how much time should be allocated for each of the units. I would like to suggest, first of all, that it is very difficult to cover all four of the aforementioned areas in moderate depth in much less than 42 hours. The reason for my saying this should become apparent when I present a recommended structure for the units. First, if you have 42 hours of in-service time to spend developing teachers' skills in these four areas, I suggest the following rough allocation of classroom time:

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Structured Units	
Introductory Unit	2½ hours
Inquiry	8½ hours
Questioning	5½ hours
Values Clarification	8 hours
Discussion	6½ hours
Microteaching spread over above skill areas	4 hours
Presentation of Designs Integrating Preceding Units	2½ hours
Concluding Unit	2½ hours

Unstructured Time	
Sharing of Teachers' Areas of expertise and Inter-personal Problems within Group	2 hours

2. Program Structure

The Introductory Unit - I find it startling the degree to which the shape of the introductory unit determines how much important learning is likely to occur during the rest of the program. As an inveterately task - oriented person, it was with some reluctance that I concluded that it is well worth it to devote the entire first two or three hours of the program to establishing a climate and diagnosing the problem as opposed to getting to the skills right away.

After the usual introductions and overview of the course, I feel that it is very important to arrive at a contract between the instructor and the participating teachers. It is helpful for the teachers if the instructor makes it clear at the start what his

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expectations of the teachers will be (risk-taking in order to learn, promptness, suspension of skepticism initially, etc.) The teachers should then be asked what they expect to have happen and not have happen. In order to arrive at a contract, both sets of expectations should then be checked out. Any problem issues should be negotiated at the start, so that potentially destructive anxiety over the content and process of the program will be laid to rest. It goes almost without saying that this contract-setting model is appropriate, if not essential, for junior and senior high school classes as well. The steps of this process should therefore be made explicit to the participating teachers.

In my opinion, there are three additional important steps to the introductory unit:

First, it is helpful — indeed, only civilized — for teachers who will be working intensively with each other and giving each other feedback, to share some of their professional and personal selves with each other. This can perhaps best be done by breaking the class down into groups of four and give the groups topics which the members can alternately share with each other. I find that two very productive questions to end on are: "What are you proudest about doing in your years as a teacher?" and "What's a quality you'd like to acquire which would make you a better teacher?" This usually helps the teacher clarify what he wants out of the program, but only after he has been given a chance to explain that he already has some positive attributes to build on. One final point: During this experience, I suggest that you shift the composition of the small groups, so that virtually all of the teachers have

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interacted with each other on a personal basis early on in the program.

Another important part of the introductory unit is for the participating teachers to have some common sense of the type of student for whom they wish to adjust their teaching approach. How often we attempt to generate solutions for a problem which has hardly been acknowledged to exist! I am not suggesting an in-depth analysis of the problems of educating the average New York City public school student, let us say; but a half-hour can be profitably spent having the teachers brainstorm what they see the problems as being and then engage in some cross-fertilization of ideas on the subject. (It would naturally be important to explain guidelines for the very useful brainstorming process.)

Finally, as part of the introductory phase, I consider it important that the in-service instructor make it clear the nature of his assumptions about what sort of approach helps students learn effectively. We all have such assumptions, so why not expose them briefly? The participating teachers may or may not agree with them, but they should at least be aware of the assumptions under which the course is being conducted. The assumptions should, normally relate closely to the course objectives. I have listed the six assumptions under which we conducted our program — teaching powers which we tried to develop further in the teachers. Our assumptions were that students are more readily motivated to learn when the following tendencies increase in frequency:

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* A teacher varies his instructional style and activities
* The teacher's style strongly encourages participation by all students
* The teacher strongly encourages students to interact with other students rather than just with the teacher
* The teacher allows for subject matter to be presented on the values level as well as the facts and concepts levels
* The teacher fosters the development of a classroom climate conducive to open discussion
* The teacher gives the students opportunities to test ideas through the inquiry process rather than having them being fed the answers

Emphasis on Experiential Learning- The most important learning I had about how the individual skills units can be made effective is that by far the most time should be spent on having the teachers experience and (through the microteaching process) practice instructional skills as opposed to discussing the skills. The teachers seemed to respond most favorably to units when they experienced the proposed teaching skill with a minimum of introduction. Most of the theory concerning a teaching technique can flow out of the experience in three main ways — either by presenting guidelines, having teachers brainstorm applications, or answering questions which emerges from the group. There seems to be little need for lengthy didactic presentations of theory, since theory is most fully grasped when it comes in response to the concerns of the teachers.

Microteaching - Microteaching appears to be a very powerful tool for teachers to practice the implementation of a new teaching skill. Microteaching consists of having teachers select a 10 or 15 minute critical selection from a lesson featuring the relevant skill. The in-service group is

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usually broken down so that each practicing teacher conducts his lesson with a simulated student population of four to six students. After the experience has been concluded, the teacher will receive feedback from the "microstudents." The feedback should be descriptive rather than evaluative. It is particularly important, therefore, that teachers be well versed in the guidelines of effective feedback before attempting to share how they felt during the teaching segment. It is also important that the "microstudents" play the role of active observers as well as participating students. The teacher doing the microteaching should receive feedback on that aspect of the lesson he expresses special concern about and also on how well be fulfills the guidelines of the particular teaching technique. The observers must be asked to be on the lookout for any positive or negative feedback and to save it until the appropriate time at the conclusion of the experience.

Lesson Design Presentation- So much for now for the actual skills units. Let us now turn to the final two units in our 3-week program. First comes that unit during which the participating teachers present a series of lessons which they have been assigned to prepare and which they will use as part of a unit which they will teach in their home schools in the near future. The teachers are asked to design individually — or better yet, with a colleague — the units, so as to incorporate the techniques featured in the in-service program. They made three copies of the lesson designs, one of which can eventually be turned in to the program instructor as a term paper. The participating teachers are split into groups of three. At alternating intervals, each teacher will present his lesson designs for critiquing by his colleagues according to a set

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of guidelines which had been specified in advance.

The Concluding Unit - The final phase of our program is one which seems often to be eliminated entirely or skipped over lightly — to the detriment of many in-service programs, I suspect. The first part of our unit was an extensive written evaluation of the program, which should stress, among other things, the perceived relevance of the various units and suggested changes with regard to content and means of presentation.

The evaluation serves mainly as a bridge to further in-service planning by the in-service instructor. It is important, of course, to provide a similar bridge to the future for the participating teachers. There are two strategies I have used for attempting to increase the likelihood that the content of the program will actually be implemented in the teachers' classrooms. First, I ask each teacher to set a number of weeks as his target date for implementing that portion of the course which he plans to integrate into his teaching repertoire. Let us say that a particular teacher says, "Twelve weeks." Then I ask him (and the other teachers) to write the numbers between one and twelve on a piece of paper. On this sheet I ask him opposite the numbers, representing the intervening weeks, to outline those changes in classroom procedure or climate which they would need to bring about in order to reach their ultimate goal. I then have these benchmarks along the twelve-week road shared. Usually they can be brainstormed on the blackboard in such a way that the first third chronologically can be grouped under the heading of "short-range goals, the next third become "medium-range goals,"

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and the remaining ones "long-range goals."

Of course, achievement in any field depends not only on the ability of a person to proceed toward the goals he establishes for himself, but also his ability to restrict the impact of potential obstacles on the task at hand. I, therefore, like to give the teachers a few minutes to think about first " the personal obstacles you will have to deal with in order to implement these new teaching approaches" and then the "professional" obstacles. I then suggest that the teachers share these obstacles with each other, if they wish.

Though what I have written comprised the entire structured portion of our in-service program, it is helpful to leave about five percent of the program time vacant. This is because, as the program moves along, two sets of needs within the group will almost surely become apparent. First, the group will come to realize that within its ranks, there may be some coveted specialized expertise (perhaps in the audio-visual, reading, or career education fields.) An instructor who sincerely wishes to satisfy the expressed needs of the group-in addition to his own needs — will most likely want to schedule into the program some time for the expertise to be shared.

Just as surely to occur in an any in-service program which stresses feedback will be some breakdown in interpersonal communications. In a sense, I welcome the emergence of such problems, since an occurence of this sort provides a greater sense of relevance to the average inner-city secondary

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school classroom, where interpersonal problems run rampant. The in-service instructor is presented with an opportunity to model problem-solving behavior. Time spent on maintaining the working machinery of the group is seldom wasted. There are a variety of forms for an examination of interpersonal problems. If the situation occurs in small groups, the instructor may want to deal with it within the confines of that group. If the problem is relevant to the whole group—perhaps it may involve how the program is being conducted—I would prefer confronting the issue with everyone present. Ordinarily, I like to deal with interpersonal problems in the open, so that the climate of the group will not suffer from the withholding of imagined "secrets." Under some conditions, however, two much of the time of the group may be consumed by a recurring pattern of conduct which may be imbedded in a personality quirk within one of the teachers. In this instance, I might wish, in some way, to negotiate the possible restriction of the participation of the relevant group member in the course of a personal conference with him.

The message I wish to leave you with at this stage is: "Always allow for some flexibility in your in-service program. Try to be alert enough to sense the possibly shifting needs of the group. There are times when every teacher must insist that his students lay aside their momentary concerns for the sake of proceeding with the course content. The thoroughly "relevant" teacher will also permit the opposite to happen once in a while.

3. Program Climate

Process-Oriented Teaching - One of the words that emerged most frequently during our three-week program was

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"process." We teachers often ignore the importance of the process by which our classses are conducted in our rush to jam social studies facts and concepts into the students' heads. To me a process- oriented teacher will be aware not only of what and how much is learned, but of how it is learned. He will be conscious of the patterns of interaction within his class, who speaks to whom how often, and what teaching styles are used. He will be concerned with whether students are given an opportunity to take some responsibility for whether they learn or not. Finally, he will be concerned about whether his students are acquiring the kinds of skills that they can use with any content area - social studies or not. These skills lie in the areas of problem-solving, critical-thinking, and valuing. Added together, a teacher who is concerned with these elements of the process will lay the foundations for a classroom climate which helps motivate students to learn.

Process-oriented teaching should not, of course, be reserved for our adolescents; it should be demonstrated in- in-service programs as well. I have already mentioned some ingredients we built into our in-service program in hopes of attending to the process-soliciting the input of the teachers with regard to what the main units of the course will be through the use of the questionnaire; providing the teachers with an opportunity to relate to each other on a personal basis; allowing them to negotiate certain course content areas and procedures; putting the content aside temporarily in order to deal with an important interpersonal problem. I would now like to make some further comments regarding the maintenance of a healthy climate during an in-service program.

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Having Two Instructors - I was never impressed so much with the importance of having more than one in-service instructor until I conducted the 1974 "Motivational Strategies" program with Barry Witz. Since I had never before run that sort of an affair, I found Barry invaluable in several ways. During the sessions, merely through the use of eye contact, we would often be able to decide which course of action might be in the best interests of the group. The fact that there were two of us also enabled the group to make better use of its time. One of us could focus on course content while the other concentrated on the process. Particularly during the microteaching sessions, we could split up into two groups and have the presence of an instructor in each group ensure that the guidelines were being followed. It was probably after the sessions were over that I was most thankful that Barry was there. Only by comparing notes with him could I gain a clearer sense of what the needs of the group were, what had gone right and wrong, and where we should go next. To sum up, I feel that it is far more effective to have two instructors conduct a program for 14 to 16 teachers than have one instructor work separately with 10 teachers at two different times. This point seems particularly valid when a program is being given for the first time. In such cases, the relevance of the course content has never been tested. Having a second instructor provides the sort of perspective that one can never be sure of receiving from a regular member of the class who may be too preoccupied with other matters.

Feedback- It has already been mentioned above that a written evaluation is extremely helpful to the instructors in making

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any subsequent in-service programs relevant as possible to the needs of the teachers. I do not, however, mean to suggest that the instructors should wait until the concluding unit to listen for the pulse of the group. Some groups of teachers will come to an in-service program all prepared to take responsibility that the course is conducted in such a way that that their needs will be met. This type of teacher will often be forthright in his issuance of feedback to the instructor.

Most of us, who have spent as long as we have in schools, however, have become somewhat accustomed to abdicating to the teacher the task of meeting the needs of the students. For this reason, the average teacher may be more likely to provide useful feedback, if special time slots are provided for this purpose at the end of the sessions. There are a number of different questions which can be counted on to elicit productive feedback grom the participating teachers. Reactions to the session can be drawn out by asking "What about this session was particularly helpful?" or "What was not so helpful?" If the instructor is pressed for time, he might say, "In one or two sentences, share with the group your overall feeling about how things went today." This will at least provide an indication of the overall tone of the group. If the instructors wish to emphasize what will happen in future sessions, they might ask for "feed-forward". A couple of reliable feed-forward questions are "What would you suggest as a way we might improve hw we are conducting the course?" or "What questions would you like addressed before this program ends on Friday?"

Time spent eliciting feedback is seldom wasted. Even if a basic in-service program has been conducted a number of times,

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it is important for the instructor to remember that a new group of teachers will have slightly different needs, which can only be ascertained by periodically checking them out as they evolve. It is very easy to run out of time for feedback amid the rush at the end of the session. Such an omission may be costly. It is often desirable to cut even a stimulating in-service experience a few minutes short to make sure that enough time remains for feedback.

Some important details— If you are one of those persons who feel that "It's the little things in life that count", you may be right in the case of an in-service course. A major aspect of establishing a positive climate for a program is to make sure that the participating teachers are well attended to. A comfortable room is essential. I feel that it is essential that the room have movable chairs which can be placed in a circular formation. Only in this way can a process of interaction throughout the room be fostered. It is important for every person to be able to look at every other person straight in the eyes. Frank communication can also be enforced if the instructor strongly suggests during the first session that people will be addressed on a first-name basis.

A word now about printed materials: They are best handed out at the appropriate time rather than en masse. The incentive to read a pile of materials is normally less than to study a few sheets which the teachers know will be relevant to the activities of the next day. Make the materials leggible and succinct. It's better to paraphrase material from a book on a few sheets than to send everyone scurrying for a hard-to-find volume. Finally, if there are to be any books which the

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teachers are to purchase especially for the program, it is better if the instructor buys the required number of books himself beforehand and collects payment. It is preferable to have the teachers spend their limited time actually reading the books rather than dashing around to various stores in what is often vain pursuit of the books.

These are busy, but important details that help relieve the teachers from those awkward and unnecessary impediements to learning. No amount of busywork by the instructors can, however, contribute as much to a positive climate for the as their ability to listen for and perceive the learning needs of the participating teachers.

Suggested Outline For "Motivational Strategies" Program

(Geared to 42 hours of In-Service Time)

I. Introductory Unit (2½ hours)

* Introductory comments and overview of program with reference to results of questionnaire
* Description of term paper (lesson designs)
* Setting of contract:
  - Instructor states his expectations of participating teachers during program
  - Teachers state their expectations
  - Descrepancies are negotiated so as to create a contract
  - This process is described and applications for classroom pointed out
* Sharing of information about personal and professional selves (in groups of four which are rotated):
  - Instructor gives groups about six minutes to talk about each of about four topics
* Examination of difficulties involved in motivating New York public school students:

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- Brainstorming process explained
- Group brainstorms elements of problem of motivation
- After end of brainstorming session, teachers comment on points which they wish to

* Instructor lists his assumptions about what kind of teaching behaviors help motivate students.

II. Inquiry Unit ($8\frac{1}{2}$ hours)

* Instructor asks teachers whether they have any questions or comments on previous nights assignment (Byron Massoalas and Nancy Sprague, "Teaching social issues as inquiry," Social Education, January 1974, pp. 10-19,34,35).
* Instructor conducts an inquiry lesson
* Instructor asks teachers what possible benefits for students they see in the process which was used
* Instructor mentions evaluation studies which have been done of inquiry process
* Instructor asks teachers what problems they feel that the inquiry process might pose for students
* Instructor asks teachers what problems inquiry process might pose for teachers
  - Alternative solutions are brainstormed to those problems
* Instructor outlines steps of inquiry process with specific references to the lesson which the teachers experienced
* Instructor has teachers read a sheet with the suggested guidelines for running an inquiry lesson
  - Comments and questions are asked for
* Instructor asks teachers to list some ways of starting an inquiry unit
  - Instructor adds some additional strategies he may know about

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* Instructor makes short presentation on how an inquiry unit might be structured
* Instructor introduces samples of curriculum which seem particularly appropriate for the inquiry approach to learning
* Guidelines for microteaching are explained by instructor with particular emphasis on criteria of effective feedback
* Microteaching lessons are presented by those teachers who wish to do a lesson on inquiry; feedback is given
* Instructor asks: "What would you have to do to make the changes in your classroom necessary for inquiry to happen?"
  - Teachers spend some time thinking alone; then they share their responses with the group

III. Questioning Unit (5½ hours)

* Instructor presents some of the assumptions he has about questioning
* Instructor asks: "What was particularly meaningful for you in the assignment?" (Norris Sanders, Classroom Questions: What Kinds?, New York, Harper & Row, 1966.)
* Instructor asks teachers to read a sheet with some suggested guidelines for the questioning cycle (teacher's question, student's response, students reaction)
  - Afterwards, teachers are invited to make comments on guidelines as group works its way down the sheet
* Examination of distinction between seven levels of questions (in smaller groups)
  - Each teacher is asked to make up a question related to the same concept (e.g. revolution) on each of the seven levels of the taxonomy

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- Questions are then shared one level at a time
- Teachers may challenge each other if they feel that a given question does not correspond to the intended level; distinctions are discussed

* Microteaching: Those teachers who wish to do their microteaching on questioning present a series of five questions on one topic representing five different levels
  - Feedback is given both on the questions themselves and the ensuing interactions

IV. Values Clarification Unit (8 hours)

* Main Assignment: Sid Simon, et. al., Values Clarification, A Handbook of Practical Strategies, New York, Hart, 1972
* Examination of values clarification goals
  - Instructor presents sheet with various goals which teacher might set for his class within the realm of values
  - Teachers put an "X" by those goals they would consider inappropriate
  - Discrepancies are discussed
* Instructor presents a definition of "values"
* Basic values clarification technique experienced by teachers (Suggestion: Rank ordering)
  - Process described by instructor
  - Benefits of process discussed
* Instructor presents his rationale for using the values clarification approach to social studies
* Instructor mentions some evaluation work which has been done on effects of values clarification as a teaching strategy
* Other values clarification techniques experienced (One Suggestion: Values Story)
  - Process described by instructor

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- Benefits of process discussed

* Instructor presents sheet with guidelines for conducting values clarification lessons

- Teachers ask questions or make comments on the guidelines

* Instructor presents a lecturette on the interplay of the facts, concepts, and values levels in teaching

* Instructor makes presentation on valuing processes as means of helping teachers understand how person internalizes values

* Instructor introduces values grid technique as means of helping students clarify their values

*Written values clarification techniques described such as values-oriented research paper and values sheet

* Microteaching sessions on values clarification by those teachers who have as yet not done microteaching.

V. Discussion Unit (6½ hours)

* Main assignment: "Taking a Stand", Public Issues Series, Harvard Social Studies Project, Columbus, Ohio, Xerox Educational Publications, 1972.

* Teachers brainstorm some problems that hinder the effectiveness of classroom discussions

* Below are some sample problems, which the instructors may wish to address themselves to in depth. The corrective processes can be used in social studies classrooms. Many of them are spelled out in some detail in the pamplet "Taking a Stand".

Problem #1 : Inability of Class to State and Prioritize issues clearly

Corrective Process:

* Instructor demonstrates the process of setting an agenda

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for and establishing the boundaries of a discussion; Process reviewed.

Problem #2: Insensitivity of students to other students' statements

Corrective Process:

* Instructor holds discussion among teachers. Each Participant is required to paraphrase the remarks of the speaker immediately preceding him to his satisfaction before being able to contribute his own comments to the discussion.

Problem #3: Tendency of students to change issues

Corrective Process:

*Instructor demonstrates how to help students distinguish between relevant and irrelevant statements

* Instructor demonstrates ways of challenging the relevance of a statement

* "Fishbowl" formation is set up with inner circle holding a discussion on a specified topic and outer circle observing the interaction. Observers are asked to look for relevance of statements to the discussion and the degree to which inelevant statements are challenged.

Problem #4: Lack of knowledge of strategies for justifying point of view

Corrective Process:

* Instructor outlines Strategy #1:

Defining terms and making distinctions

- In course of a discussion, instructor demonstrated how to define terms and decide which examples should be included under the definitions; Process Reviewed.

* Instructor outlines Strategy #2:

How to evaluate evidence through:

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a) personal observation

b) use of authoritative source

c) specific cases illustrating the general

d) common sense reasoning

- Students are given opportunity to match the type of strategy with examples of its use

* With regard to Strategy #3: The analogy, Instructor describes the purpose of an analogy and the types of possible responses to an analogy

- Instructor asks teachers to think up analogies which challenge specific statements. (e.g.- "Thou Shalt not kill" Analogy- "What about in case of self-defense"?

Problem #5: Difficulty in evaluating the effectiveness of discussions

Corrective Process:

* Description of a demonstration observation form

* Using "fishbowl" formation, observers in outside circle apply observation form to a discussion taking place in inner circle

- Some observers give feedback on behaviors of participants which helped contribute to the effectiveness of the discussion; others give feedback on behaviors which impeded the discussion.

VI. Lesson Design Unit (2½ hours)

*Have each teacher make up three copies of their series of lesson designs

* Instructor again goes over criteria by which lesson designs will be critiqued

* In groups of three, teachers read each others' lesson designs, then give each other feedback according to the criteria.

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VII. Concluding Unit (2½ hours)

*Teachers fill out form requiring extensive evaluation of program (if possible, after the certificates for course participation have been handed out)

* Short, medium and long- range planning:

-Have teachers estimate how many weeks they would need to implement those portions of the program which they intend to introduce into their classroom

- Figures which teachers come up with are shared aloud

- Instructor asks: "What would be the weekly benchmarks along the way which you would need to reach in terms of a change in your teaching approach or changed classroom climate in order to implement the new strategies you have learned?"

- Criteria for "Short, medium and long" range goals are specified

- These three categories of innovation are brainstormed on the blackboard (no comments on others' innovations)

* Each teacher is asked to consider first the personal, then the professional obstacles with which he will have to deal in order to implement the new approaches introduced by the program.

- Teachers are asked to share these with the group, if they wish.